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ABSTRACT

This report describes the Wisconsin Department of Public Instruction's activities and initiatives during the past 2 years and some of the major directions for the 1983-85 biennium. The department's five administrative divisions and selected corresponding subdivisions are presented as follows: (1) School Financial Resources and Management Services--(financial) aids administration, financial consultation, audits, processing sites, cost control administration, federal aid, pupil transportation, school district organization, private school liaison services, driver education, school facilities, community education, food and nutrition services, and educational opportunity program; (2) Handicapped Children and Pupil Services--performance and operation of the division, alcohol and other drug abuse, counseling and guidance, bureau for children with physical needs, Wisconsin school for the deaf; (3) Instructional Services--bureau for program development, bilingual-bicultural education programs, school improvement office, bureau for vocational education, bureau for teacher education and certification, competency-based testing, educational assessment; (4) Library Services--bureau for public and cooperative library services, bureau for instructional media and technology, bureau for interlibrary loan and resource sharing; (5) Management and Budget--personnel administration, fiscal services, policy and budget, general services, word processing systems and data processing, office of legal counsel, equal educational opportunity, and education information services. (JBM)

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STATE OF WISCONSIN

DEPARTMENT OF PUBLIC INSTRUCTION

THE 1981-1983 BIENNIAL REPORT

Herbert J. Grover
State Superintendent

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Bulletin No. 4157

THE STATE OF WISCONSIN • DEPARTMENT OF PUBLIC INSTRUCTION
125 South Webster Street • Box 7841 • Madison, Wisconsin 53707

Herbert J. Grover, State Superintendent / B. Dean Bowles, Deputy State Superintendent

October 24, 1983

The Honorable Anthony S. Earl, Governor
State Legislature
and
People of Wisconsin

I submit to you the 1981-83 Biennial Report for the State Department of Public Instruction. It provides a brief outline of the department's activities and initiatives during the past two years and some of the major directions for the 1983-85 biennium. I urge you to contact my office for more detailed information on any areas of interest to you.

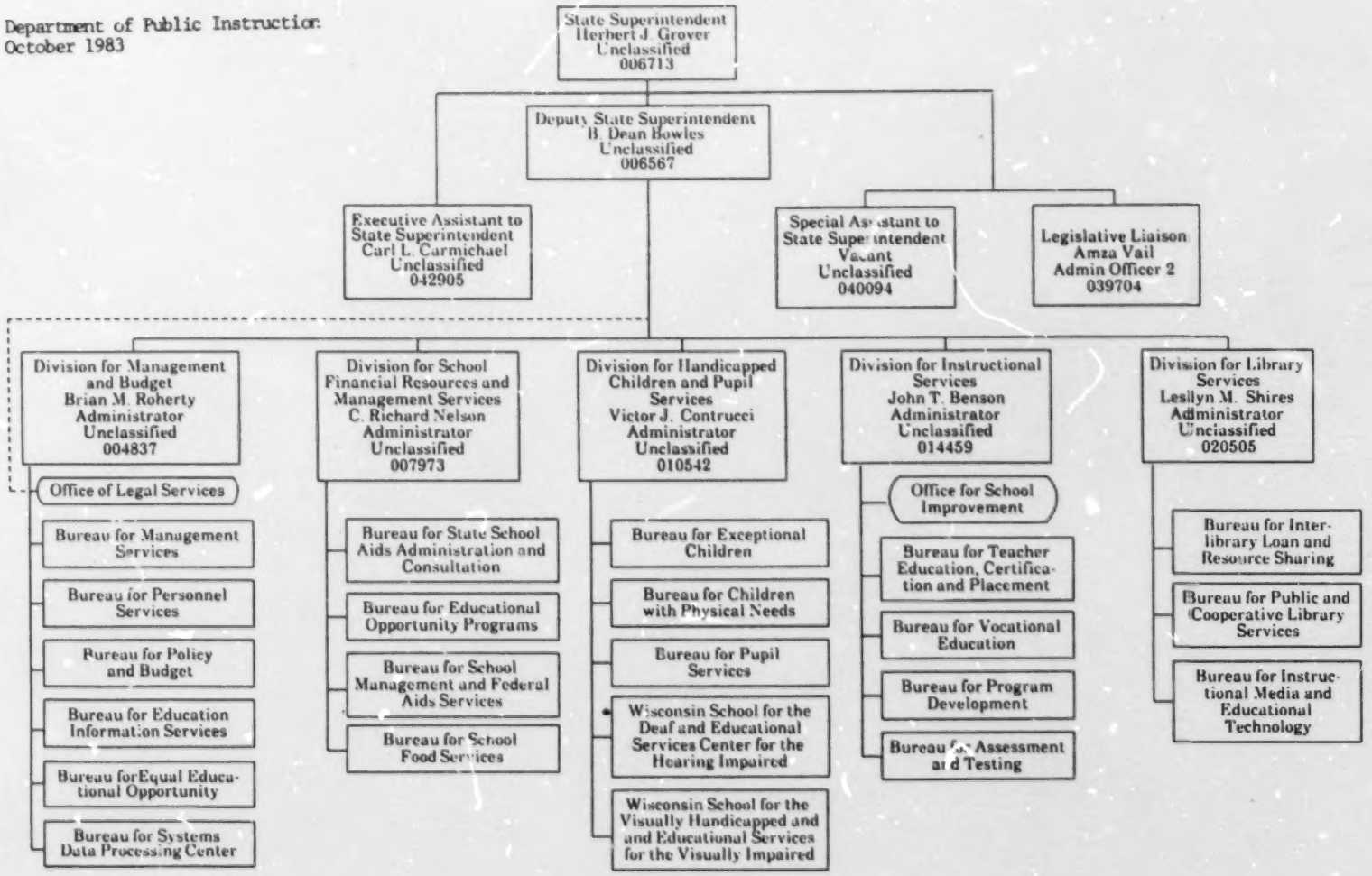
In the time since my administration took office we have made considerable progress towards many of the goals we originally established, but much remains to be accomplished. Education has become an issue of national concern. Educational issues are no less vital to the state of Wisconsin. We look forward to continuing the partnership we have begun with those involved in education as well as the Governor, Legislature, and the people of Wisconsin.

Our agenda for the next biennium is not an easy one as you will discover in your review of this report. However, the challenges presented by the educational issues of the 80's require such an agenda to insure our educational system can meet the demands that will be placed upon it in the coming years. In that sense we must renew our dedication to provide a quality education for all of our children, for in so doing we guarantee not only the future of our educational system, but the future of our children as well.

Sincerely yours,

Herbert J. Grover
State Superintendent

Department of Public Instruction
October 1983



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OFFICE OF THE STATE SUPERINTENDENT

The Office of the State Superintendent includes the state superintendent, deputy state superintendent, executive assistant, special assistant and legislative liaison. The reorganization implemented during the 1981-83 biennium resulted in the relocation of the equal educational opportunities staff and office of legal counsel to the Division for Management and Budget.

DIVISION FOR SCHOOL FINANCIAL RESOURCES AND MANAGEMENT SERVICES

The functions within this division were expanded during the 1981-1983 biennium due to the reassignment of the Bureau for Food and Nutrition Services and the Bureau for Educational Opportunity Programs, the latter coming to the Department of Public Instruction from the Higher Educational Aids Board. The major functions of this division and its four bureaus are (1) administering various state aid programs to public elementary and secondary school districts; (2) reviewing and auditing financial accounts of school districts and CESAs and membership of school districts; (3) administering school district cost controls (these were repealed effective July 1, 1983); (4) providing consultative services to school districts on school finance, school management, transportation, school organization, and community education; (5) providing financial management to school districts on aids and audits for federal programs; (6) serving as non-public school and alternative education liaison; (7) administering the Educational Consolidation and Improvement Act, Chapter 2 block grant program; (8) coordinating Cooperative Educational Service Agency (CESA) activity and reorganization; (9) administering the National School Lunch Program, School Breakfast, Special Milk Program, et al; (10) administering the Talent Search and Talent Incentive programs; (11) providing financial aid workshops and counseling for post-secondary disadvantaged students; and (12) providing service to the Regional Computer Centers.

Major goals and objectives of the division for 1983-1985 include progress in electronic reporting on required financial and other reports, successful implementation of the CESA reorganization, increased consultant service to school districts in the areas of planning, fiscal management and microcomputer technology, expansion of the Early Identification Program for academically-able disadvantaged youth, increased computerization of food service records, successful implementation of the GAAP accounting requirement for school districts and increased use of data processing for administrative purposes, both at the Department of Public Instruction and local education agency level.

AIDS ADMINISTRATION

Beginning with the 1981-82 school year, the legislature directed the use of prior year membership and prior year cost for purposes of computing the school district equalization aid eligibility. This change caused the 1980-81 membership and cost to be used two years in succession, since the 1980-81 aid eligibility was based on current data. Because of cash flow problems the legislature directed that $120,000,000 in equalization aid payments to school districts which would normally have been made in June of 1982, be delayed until July of 1982.

Changes in the criteria to qualify for special adjustment aid were passed by the legislature but the Governor vetoed the change in procedures as well as the appropriation. Consequently, there was no special adjustment aid in 1981-82. However, in 1982-83, there was a special adjustment aid appropriation in the amount of $1,567,600. This aid was prorated at 62.582% to qualifying districts. The 1983 legislative session repealed the special adjustment aid law.

Handicapped program aid calculated on 70 percent of approved cost was reduced by the legislature to 68 percent. However, the amount of the appropriation was only sufficient to pay claims at 66.3 percent in 1981-82 and 63.3 percent for 1982-83. Flat general aid for County Handicapped Children's Education Boards was increased from $88 to $180 for children not counted by the school district of residence.

State Aids Distributed*

	1981-82	1982-83
Equalization Aid	$725,562,720 **	$ 822,525,060
Categorical Aids	180,917,393	196,061,730
	$906,480,113	$1,018,586,790

* Includes aids paid to school districts
County Handicapped Education Boards
Cooperative Education Service Agencies
Agency School Committees

** Includes $120,000,000 paid in July 1982

State Aids Appropriated

Equalization	$862,626,400 *	$ 919,576,600
Categorical	215,788,700	228,285,200
	$1,078,415,700	$1,119,516,800

* Includes $70,000,000 to be paid in July 1984

FINANCIAL CONSULTATION

During the 1981-83 biennium financial consultation focused on the proper usage of the Wisconsin Elementary and Secondary School Accounting system (WESSAS). Fifty workshops were held to assist districts in proper utilization of the system and preparation was made for the final stage of implementation which will change the basis of accounting from cash to accrual and implement Generally Accepted Accounting Principles (GAAP) (scheduled for the 1983-85 biennium). Annual finance workshops were also held for beginning administrators and business managers. The CESA accounting system, piloted during the 1979-81 biennium, was implemented during the 1982-83 school year.

AUDITS

School district and CESA audit guidelines were reviewed and updated. Auditor reviews were also conducted to determine compliance with minimum auditing standards as required by s. 120.14. The impact of GAAP on LEAs was reviewed with auditors and other interested groups in preparation for implementation beginning with the 1984-85 school year. Workshops for auditors were held annually in conjunction with the Wisconsin Institute of Certified Public Accountants Public Instruction Committee.

PROCESSING SITES

Programming support for the WESSAS computer software installed in the regional data processing sites was an ongoing activity during the 1981-83 biennium with approximately 200 districts utilizing the service. Medium and small sized school districts can now

process their accounting and payroll on a microcomputer and the DPI, in cooperation with the regional sites, has initiated a feasibility study to identify alternatives available and how best to utilize them. The DPI plans to assist in the support of microcomputer software products for accounting, payroll, and other administrative computing applications during the next biennium.

COST CONTROL ADMINISTRATION

While membership and costs were changed from current year to prior year for general equalization aid computation these factors remained on a current year basis for purposes of administering cost controls. Through 1980-81, the cost control base was determined as the district's maximum controllable cost or its actual cost, whichever was lower. This policy led some school districts to spend money they otherwise would not have spent in order to preserve their cost control bases. Beginning in 1981-82 the base was the maximum controllable cost regardless of whether the district spent over or under that amount.

Consequently, the incentive to spend to maintain the base was removed. Furthermore, the 1980-81 law permitted districts which spent below the state average to increase their expenditures per pupil above their own base costs by 10½ percent of the state average controllable cost providing some additional latitude. In 1981-82, still more latitude was provided by allowing the same increase to be applied above the state average base cost. Two new grounds for appeals for exemption from the controls were added beginning in 1981-82; new school nurses and additional costs to compensate for reduced state funding of CESA administrative costs. Based on the 1981-82 budgets, 103 applications for exemptions were filed, amounting to $4,330,528 of which $1,398,684 was ultimately granted. In 1982-83, 59 applications were filed requesting exemptions amounting to $11,263,789 of which $6,592,983 were granted. The 1983 legislature repealed the school district cost control law effective July 1, 1983.

FEDERAL AIDS

During the 1981-83 biennium, a Federal Aids and Audit Section was created to centralize the fiscal activities of all federal programs administered by the DPI and funded by the Departments of Education and Labor. The unit will institute uniform fiscal procedures regarding allocation computation, reimbursement claims and advances, auditing, reconciliation, and fiscal reporting. During the 1983-85 biennium the unit will provide quality grant financial management to maximize the impact of federal financial resources in providing educational opportunity and services to children.

PUPIL TRANSPORTATION

The major goals of the 1981-83 biennium included developing, scheduling and conducting approximately 25 training sessions and seminars for school district administrators, transportation supervisors, bus drivers and bus contractors to develop local programs of safe transportation; collection and dissemination of pertinent statistics and other facts on pupil transportation for use by the Governors office, legislators, school boards, administrators and contractors; consultation and review of local plans for private school transportation and unusual hazard transportation; coordination of ongoing DPI school transportation efforts with other agencies and organizations concerned with safe and efficient transportation of school children; and supervision of local driver education program aids. Goals for the 1983-85 biennium continue those established for the 1981-83 biennium with special emphasis on promoting driver education safety programs through a series of statewide workshops.

SCHOOL DISTRICT ORGANIZATION

The School District Organization Section assists in and encourages the development of effective and efficient school districts providing quality, comprehensive educational programs and services. Technical, consultative planning and informational services are provided to local school boards, administrators, citizens, agency school committees, legislators, state appeal boards, and other agencies working to improve education. Activities completed during the 1981-83 biennium include: preparation for and completion of 43 State Appeal Board school district reorganization hearings in 1981-82 and 13 in 1982-83; updated bulletins on "1983 School Board Elections -Dates and Responsibilities;" "1984 School Board Elections - Dates and Responsibilities;" "School Districts in Senate and Assembly Districts;" "Patterns of Government for Wisconsin School Districts;" "Wisconsin School Districts - Legal Names and Locations;" three school district consolidation impact studies; provision of technical assistance to all 41 school districts in their transition from city to unified or common school districts; annual regional Agaency School Committee conferences; rewriting the statutes abolishing Agency School Committees and changing school district organization laws which were adopted as amended in the 1983 Budget Bill.

Major objectives for the 1983-85 biennium are: implementation of the new statutory school district organization procedure; and to disseminate an improved working knowledge of school board election procedures to school district clerks and administrators. Objectives will be carried out through a series of conferences and workshops to present a hands on demonstration of how the forms and procedures that will be developed are to be used. These objectives will be in addition to ongoing responsibilities previously described.

PRIVATE SCHOOL LIAISON SERVICES

In 1977 the Legislature created a position to provide communication for informational services between the DPI and the private school sector. Approximately 17 percent of Wisconsin's compulsory-attendance-age children are enrolled in private schools. These students are entitled to eligible benefits and services related to state and federal programs for which they qualify. DPI personnel conduct semiannual conferences with private school officials and work with parents who insist on providing "instruction elsewhere than at school" for their children. This is sometimes referred to as "home tutorial" and is provided for under s. 118.15 (4).

EDUCATION BLOCK GRANT

In 1982-83, there were 448 agencies eligible for Education Block Grant (ECIA-Chapter 2) funds totaling $7.1 million (433 school districts and 15 county and state institutions). Of these, 424 (95 percent) filed Chapter 2 applications according to an allotment formula awarding 50 percent of the state funds based on public and private school enrollment and 50 percent based on children from families receiving an October, 1980 AFDC payment of $617.50 or more. The 24 agencies that did not apply for funds during the first year indicated that they would carryover their 1982-83 allocation into the second year of funding which began July 1, 1983. Agencies received their funds by submitting applications detailing how they intended to spend their allocations. Of over $6.5 million dollars applied for during the first year, 39 percent went for instructional equipment, 30 percent to desegregation programs, 15 percent to programs for education improvement and support services, 10 percent for textbooks, 4 percent to special projects such as education of the gifted and talented, and 2 percent for programs supporting basic skills development. 1983-84 Chapter 2 local funds total $7.2 million dollars and have been allocated to 432 school districts and 12 county and state institutions based on 50 percent public and private enrollment, 25 percent on number of children from families receiving

an October, 1982 AFDC payment of $775.00 or more, and 25 percent on the "low income" school district count from the 1970 census. 1983-84 is the first year federal law requires an annual evaluation of program effectiveness under Chapter 2.

DRIVER EDUCATION

The 1981-83 budget eliminated the driver education positions in the DPI but the driver education categorical aid of $40 per student continued. The task of reviewing the driver education programs for DPI approval has been assumed by the pupil transportation supervisor. The goal of the 1983-85 biennium is to conduct several workshops on Driver Education at the school district level.

SCHOOL FACILITIES

Unavoidable external pressures continue to dictate many of the activities of the facilities consultant. The school asbestos problem, added to previous concerns in energy conservation, handicapped access, and liaison responsibilities for projects at the Wisconsin School for the Deaf and Wisconsin School for the Visually Handicapped, have substantially changed the previous emphasis of the position. Attempts will be made in 1983-85 to change the type of service offered so as to provide a more balanced and effective program.

COMMUNITY EDUCATION

The 1981-83 biennium witnessed a significant expansion of community education programs and related school-community relations activities. Currently there are 24 community education models in place, all locally funded. The fastest growing region is in the Northwest where area schools and the Indianhead Vocational, Technical and Adult Education District have initiated a close working relationship. There is a growing interest in the role of schools in working with older adults in their communities. The ongoing Intergenerational Project has resulted in a growing awareness of how intergenerational programs can be developed locally.

In the next biennium an increase in the number of school district community education programs, particularly in the Sheboygan and Madison regions of the state is expected. A major focus will be how schools can work with and gain support from the growing non-parent populations. Activities will be planned which highlight efforts to work with such populations as older adults, non-parents and community agencies seeking to expand services.

CESA COORDINATION

The state CESA supervisor will oversee the reorganization of Cooperative Educational Service Agencies to be effective July 1, 1984. The reorganization was enacted as part of the 1983 Wisconsin Act 27. The position provides the lead for the DPI implementation program with the assistance, on an ad hoc basis, of numerous other professional employees according to their expertise.

Goals include: provision of consultation, supervision and coordination of transition services to CESA administrators and Board of Control; provision of technical assistance to the CESA administrators and other CESA officials to ensure effective transition for the consolidation and provision of services required by statute; development and implementation of procedures to assist present CESAs in identifying district ownership shares of assets and liabilities; coordination and development of liaison services between the DPI and the new regional agencies; provision of consultation, supervision and evaluation of CESA operations.

FOOD AND NUTRITION SERVICES

The Department has administrative responsibility for the following federal food and nutrition programs operating in public and private nonprofit schools and child care institutions: National School Lunch program, School Breakfast Program, Special Milk Program, Donated Food Distribution Programs, Nutrition Education and Training Program, and two non-school child care food programs--the Child care Food Program and the Summer Food Service Program for Children. Additionally, the department administers the Elderly Nutrition Improvement Program (s. 115.345, Wisconsin Statutes).

The federal child nutrition programs provide nutritionally balanced meals at a nominal charge, free, or at a reduced price if the recipient's family meets established family-size income levels. Combined, the various programs provided over eighty million meals in each year of the biennium, of which about 40 percent are served free or at a reduced

Federal Programs	Number of Meals/Milk Served		No. of Free or Reduced Price Meals/Milk Served to Needy Children		Federal/State Funds Received ($)	
	1981-82	1982-83	1981-82	1982-83	1981-82	1982-83
National School Lunch Program (lunches)	70,021,293	69,655,774	22,585,555	25,049,005	27,873,098	32,126,542
School Breakfast Program (breakfasts)	2,595,353	3,006,716	2,238,351	2,707,358	1,384,046	1,780,690
Special Milk Program (half pints milk)	15,210,913	14,938,652	3,397,646	3,456,023	1,355,684	1,330,228
Child Care Food Program (meals)	11,270,465	7,283,637	4,887,787	4,806,708	3,652,066	4,036,283
Summer Food Service Program (meals)	346,156	408,734	346,159	408,734	407,850	508,749
Donated Food Distribution Program (pounds distributed) (value of commodities)	24,616,447	27,668,692	N/A	N/A	16,986,411	18,409,394
Nutrition Education & Training Program					86,923	86,375
Federal Program Funding: Cash (including USDA Value of Commodities)					51,746,078	58,278,261
Federal Funds for State Administrative Expenses (SAE)					754,778	681,901
Total Federal Funding (Cash and Commodities)					52,500,856	58,960,162

State Program	Number of Lunches Served		State Fund Received	
	1981-82	1982-83	1981-82	1982-83
Elderly Nutrition Improvement Program	660,506	655,113	$ 124,737	$ 132,101
State Matching Funds National School Lunch Program			$4,177,407	$4,241,216
State Administrative Funds			$ 297,012	$ 3,00,771
TOTAL STATE FUNDING			$4,599,156	$4,674,088

price. Federal funds received, including the value of donated foods, averaged $53 million each year of the biennium. Over six hundred thousand lunches were provided each year to elderly persons under the Elderly Nutrition Improvement Program at a price of about 95 cents per lunch.

Federal regulations continue to require stringent program and fiscal accountability. Increased responsibility to monitor, audit, evaluate, and provide consultative assistance and training required more intensive on-site reviews and specialized training programs for local school food service personnel.

In carrying out administrative responsibilities under its contract with the U.S. Department of Agriculture, the DPI must conduct on-site management evaluations and provide consultative and technical services to assist participating local agencies in operating effective and efficient food service programs. The food and nutrition consultants review food production center schools and satellite schools in approximately one-third of the participating 1,450 public and private school agencies and child care institutions each year. A component of the review is to monitor school food service operations for proper sanitation and personal hygiene, since no other state agency has that responsibility.

EDUCATIONAL OPPORTUNITY PROGRAM

This program has operated under the direction of the state of Wisconsin Higher Educational Aids Board for the past fifteen years (1967-1982). The mission for the development and establishment of the Educational Opportunity Program grew out of the need to increase the number of minority student admissions, placement and participation in post-secondary education. Chapter 317, Laws of 1981 transferred the Wisconsin Educational Opportunity Program (WEOP) to the Department of Public Instruction, an action supported by the State Superintendent and the Executive Secretary of the Higher Educational Aids Board. This change made it possible for the program to focus its energies and attention on early identification of students, particularly the disadvantaged and minorities who are interested in pursuing a post-secondary education. Objectives and priorities were immediately established to move the program forward under the Department of Public Instruction. The transfer of the WEOP program from the Higher Education Aids Board to the Department of Public Instruction enabled greater access to the secondary school community and provided the opportunity for a better and closer working relationship with secondary school personnel. In addition, the program can focus more directly on college preparation and the counseling of students at much earlier grade levels. One of the major activities of the program since its transfer to DPI, is the development and implementation of the Early Identification Program (EIP), an effort to improve the educational condition of minority and low income students and an opportunity to provide more counseling to this population in the area of curricular guidance.

In the 1983-85 biennium, the Bureau of Educational Opportunity plans to: address bilingual education and utilize resources in complementing secondary schools; continue to provide access opportunities through Talent Search by providing financial aid through the Talent Incentive Grant Program and other financial aid programs; focus on drop-out prevention programs by aiding secondary schools with resources of personnel to work with families, teachers and counselors; establish meetings with key secondary school personnel to apprise them of WEOP's role in DPI and facilitate cooperative efforts in the counseling and placement of minority and disadvantaged students in post-secondary education.

Services provided to disadvantaged students by the Bureau include: counseling; career guidance; college information; field trips to post-secondary institutions, admissions information and counseling; financial aid work shops for parents, students and high school guidance

personnel; and assistance in filling out federal and state financial aid applications. Public awareness of the services offered by the program has been accomplished by the development and distribution of informational brochures, posters, Wisconsin student financial aid handbook, radio announcements, personal visits, speaking engagements, and secondary school visits and contacts.

1981-82		1982-83	
Students Seen in the Office	13,524	Students Seen in the Office	13,090
Telephone Counseling Sessions	11,427	Telephone Counseling Sessions	11,566
Total Counseling Sessions	24,951	Total Counseling Sessions	24,656
New Students	5,076	New Students	6,178
Placements	2,897	Placements	2,586
Agency Contacts	4,292	Agency Contacts	4,176

DIVISION FOR HANDICAPPED CHILDREN AND PUPIL SERVICES

The mission of the Division for Handicapped Children and Pupil Services (DHCPS) is to ensure that all handicapped children receive appropriate health care and publicly funded education and related services as delegated to the Department of Public Instruction by federal and state law. The DHCPS is responsible for the supervision of all school district and state-operated and state-funded programs to ensure that services are designed to meet the exceptional educational needs (EEN) of handicapped children. The DHCPS is administratively responsible for all federally aided programs for EEN children and for the federally funded programs of the Bureau for Children with Physical Needs (BCPN) which provides specific medical services for children with physical disabilities. The direct and outreach services of the Wisconsin School for the Deaf (WSD) and the Wisconsin School for the Visually Handicapped (WSVH) are also a responsibility of the DHCPS. Division staff are responsible for providing consultative technical assistance, supervision, coordination, monitoring, and auditing procedures to assist local and state agencies in the implementation of Chapter 115, Wisconsin Statutes, and federal laws P.L. 94-142, P.L. 89-313, and Section 504. In addition to exceptional education, the DHCPS is responsible for coordinating pupil services activities in local school districts throughout the state. This includes assistance in developing sound pupil services involving the disciplines of Guidance Counseling, School Psychology, School Social Workers, and School Nurses. Special emphasis is placed upon problem solving in the areas of post school adjustment, truancy, dropouts, and alcohol and other drug abuse problems.

PERFORMANCE AND OPERATION OF THE DIVISION

Chapter 115, Wisconsin Statutes, was passed by the Wisconsin Legislature in August 1973. During the ten years since the passage of that legislation, Wisconsin has made substantial progress in identifying and serving exceptional education needs children. The following data reflects this progress.

Description	1972-73	1982-83
Number of Programs	4,136	6,885
Number of Students	53,530	85,663 *
Special Education Teachers	2,694	7,013
Special Education Aides	428	2,052
Directors/Supervisors of Special Education	61	195

*duplicated count

During the past biennium, the Division conducted site reviews of school districts and public agencies for implementation of federal and state law with extensive follow-up visits for technical assistance. Additional emphasis was placed on a program review process to improve the quality of instructional programs. Wisconsin has progressed to a level of full service capability to children identified as having an exceptional educational need. The Department has an ongoing system of district monitoring to ensure continuation and maintenance of full service within the legal mandates.

The DPI and local school districts have worked together to improve processing of information. As a result, the DPI has changed from a one-year planning and reporting cycle to a three-year cycle. In addition, paperwork required on specific state and federal projects has been greatly reduced allowing more professional time to be spent on child programs.

Utilizing input from the State Superintendent's Council on Exceptional Education, the DPI designed and assembled a handbook intended to make exceptional education more understandable and accessible to parents, teachers, and other citizens who utilize the system. Over 9,000 of these handbooks were printed and are being distributed to schools, professional organizations, and parent groups. Training sessions have already been held with school board members, and the sessions are now being offered to parents in cooperation with the Association for Developmental Disabilities. Department staff also conducted and participated in a total of 38 major training sessions in 1981-82 with approximately 6,667 special and regular educators, support personnel, EEN students and parents participating in these efforts. The DPI's EEN "Hotline" provides any person with concerns regarding his/her child or any general exceptional education concern toll-free access to the DPI. This telephone access includes TDD (a device for communicating with the deaf) capability. Approximately 450 calls have been received via the "Hotline" since July 1, 1981.

As an extension of the DPI's efforts to better address the vocational educational needs of EEN students and potential EEN dropouts, the department continued to encourage local efforts to establish and refine vocational education programs for EEN students. Additional program improvement initiatives include cooperative development and implementation of training materials for screening and referral of emotionally disturbed and learning disabled children; expansion of multicategorical special education programs as an optional delivery model; promotion of a statewide Arts for the Handicapped Project; establishment of a regional center to provide leadership and services in the area of computer-assisted instruction; and support for development of regional professional service centers. These program improvement efforts have been promoted through the cooperative efforts of the Department, regional educational agencies, and local school districts.

The DPI has completed the special education certification code affecting the requirements in the areas of mental retardation, severely handicapped, learning disabilities, emotional disturbance, hearing disability, and visual disability. Obsolete requirements have been deleted and a greater emphasis placed on knowledge in the areas of instructional methods and strategies, language development, reading, diagnosis and assessment, behavior and management concerns, and vocational opportunities. In addition, a core curriculum for the various exceptional educational needs categories (with the exception of orientation and mobility) has been created. The DPI has continued its cooperative planning and problem solving with the Department of Health and Social Services resulting in joint policy bulletins to the field.

In the next biennium, major program goals and objectives for serving children with handicaps include: continued development of educational programs for newly identified, low incidence, multiple needs, and severely multiply handicapped children; providing improved leadership and coordination services and systems for exceptional education throughout Wisconsin;

continued development and utilization of Professional Service Centers; expanded staff development and training for personnel serving handicapped children; improvement of vocational education opportunities for the handicapped; improvement of exceptional education curriculum; development and implementation of cost effectiveness studies of exceptional education in Wisconsin; development of a high technology statewide communications systems relating to exceptional education.

ALCOHOL AND OTHER DRUG ABUSE

In July, 1980, the Alcohol and Other Drug Abuse (AODA) progr[illegible]s expanded as a result of Chapter 331, Laws of 1979. The new juvenile drinking law r[illegible]s the Department to provide assistance to local school districts by improving access [illegible]ODA-related resources in the areas of training, information, technical assistance, and gr[illegible] funds. In 1982-83, 17 first year Demonstration Project grants were funded to implement intervention and prevention programs for students. Thirteen second year Dissemina-tion/Evaluation Project grants were awarded to help ongoing projects share experiences with other districts and continue evaluation for program effectiveness. Fellowship grants were awarded to 115 individuals and teams of school staff representing 75 school districts and private schools across the state. An additional 190 staff representing 61 districts participated in DPI sponsored training events. An advisory council continues to advise the department regarding the administration of the program. The joint plan developed cooperatively with Health and Social Services includes an annual report specifying integrated school-community services. The primary 198[illegible]-85 AODA program goal is expansion of program areas and resources. As a result of the grant program budget being increased by $50,000, additional project grants have been awarded for 1983-84: 19 Demonstration Project grants and 14 Dissemination/Evaluation Project grants. Maintaining this expansion of grant resources is projected for 1984-85. A second projected expansion will be in the area of training. An increase in funds will allow the department to offer additional training for special population and staff with special needs regarding AODA. An important emerging training need is advanced level training for staff involved in established ongoing AODA programs.

COUNSELING AND GUIDANCE

Counseling and guidance included: administration and supervision of more than one hundred federally funded counseling, guidance and career education projects; two regional workshops on career development programs for personnel from over 150 Wisconsin school districts; collaboration with the Guidance Institute for Talented Students (University of Wisconsin-Madison) to develop a training module for implementing career development programs in all of the state's school districts; revision of the state's school counselor certificatioh code; participation with six LEAs in a unique national conference on education reform through career education; evaluations of six university counselor training programs; continuation of a dropout prevention program designed to assist eighty targeted school districts with dropout rates in excess of the state average; other professional development workshops for school administrators and counselors emphasizing elementary school guidance and vocational guidance; and leadership and participation in the refinement of Wisconsin's career education plan.

SCHOOL PSYCHOLOGICAL SERVICES

This program provided direct professional and financial support to local school districts, eighteen CESAs, and five CHCEBs. State and federal reductions in categorical aids resulted in the loss of 10 percent of the staff serving local districts and .5 position of support services in DPI. Urban services suffered most from the cutbacks, while rural services continued to increase slightly. New program initiatives in school psychological services to

enhance career counseling, vocational education, dropout prevention, and alcohol and other drug abuse improved services in some areas. Improved accountability reports and program review instruments were developed and implemented.

SCHOOL SOCIAL WORK SERVICES

During the biennium, work on a $500,000 grant from the National Institute of Mental Health for the development of school social work services in rural school districts was completed. This program, designed to meet the unique needs of rural communities and to supplement the social work and community mental health services in less populated areas of Wisconsin, resulted in placement of trained school social workers in five rural school districts. Other activities included: development of a Coalition with the Division of Health and Social Services, DHSS Regional Districts of Child Abuse Specialists, U.W. Extension-Madison and Region V Child Abuse and Neglect Resource Center to increase training opportunities for school personnel in Child Abuse and Neglect; participation in a coalition of agencies and organizations concerned with children's networks to develop activities and legislation leading to the creation of a Children's Trust Fund; development of Child Sexual Assault and Abuse Guidelines for School Districts with emphasis on appropriate response systems, training, school board policy, and community cooperation; participation on three statewide committees dealing with children in child caring institutions, rules governing these children, their supervision and after-care and their reintegration into community schools.

During the 1983-85 biennium, pupil services staff will address the following major program goals: develop and implement a plan to evaluate, strengthen and expand pupil services programs in the state's school districts; evaluate and determine future directions for the agency-administered AODA program; extend assistance currently provided to school districts in areas of high drop-out rates; work directly with school districts with high minority student enrollments to assist more of these students to successfully prepare for and enter post-secondary education programs; develop microcomputer applications related to all aspects of pupil services training.

BUREAU FOR CHILDREN WITH PHYSICAL NEEDS

The Bureau for Children with Physical Needs provides services in early location, prevention, diagnosis, treatment, after-care (followup), standards of care, training, and technical assistance to meet the identified needs of physically handicapped children. The staff of nurses, audiologists, physical therapists, social workers, and a physician provide assistance to families, health providers, and school personnel to facilitate services to all physical handicapped children in the state. It is estimated that there are approximately 80,000 children in Wisconsin with a physical handicap. In any given year approximately 9 to 10,000 families receive assistance from staff members of the Department. The Department/Bureau for Children with Physical Needs (BCPN) received 3,276 new referrals in 1981 and 2,664 new referrals in 1982. During 1981-82 approximately 15,000 children 0 -4 years of age received screening services for hearing loss. The DPI, in concert with local health agencies, screened 1,366 infants for their susceptibility to high risk medical problems. Through the cooperation of county health agencies and local school districts 152,083 children were screened for scoliosis.

The major goal of the Bureau in 1983-85 will be identifying children with handicapping or potentially handicapping conditions at an early age (infants and preschoolers) to facilitate referral and treatment to alleviate the condition and promote maximum growth and development.

WISCONSIN SCHOOL FOR THE DEAF

The Wisconsin School for the Deaf provides services to hearing impaired and deaf citizens in the state. First, the focus is to provide appropriate services for the hearing impaired and deaf children placed at the school. The second focus is an outreach service which makes technical assistance resource programs available to low-incidence hearing impaired children, their parents, teachers, schools, and other agencies that serve hearing problems throughout the state.

The academic program at WSD includes all of the course subjects usually found in public schools. Prevocational programming starts during the seventh and eighth grades followed by high school level curriculum offerings in specific vocational skill areas and a school and community-based work experience program. The residential component provides a continuous program of self-management and social living skills development. Enrollment for the regular school year program was 253 during 1981-82 and 278 during 1982-83. In addition, seventy-eight children were provided instruction and an indepth evaluation through the summer school program.

Through outreach services, WSD provides consulting services, technical assistance, preschool services, preservice/inservice training, diagnostic assessments, and vocational evaluations for children, their families, and local education agencies. During 1982-83, WSD provided services for 642 hearing impaired children and their families in 322 local school districts in the state.

WISCONSIN SCHOOL FOR THE VISUALLY HANDICAPPED

The Wisconsin School for the Visually Handicapped provides services to visually impaired and blind citizens of Wisconsin. The first focus is to provide appropriate services for visually impaired and blind children who have been placed at the school. The second focus is an outreach service which makes technical assistance resource programs available to children affected by this low-incidence condition, their parents, teachers, schools, and other agencies that service people with vision problems throughout the state.

The direct service program offers complete educational programming for any visually handicapped youngster of school age placed at the school under Chapter 115, Wisconsin Statutes, as agreed upon between the school district of residence and the parents. Enrollment for the regular school year program was 140 during 1981-82 and 128 during 1982-83. In addition, 181 adults were served in the 1982 and 1983 adult summer programs.

Through outreach services, WSVH provides materials and equipment to visually impaired children educated in local districts; consulting services to school districts regarding preschool children; psycho-educational, developmental and vocational evaluations for individual children attending local schools and multidisciplinary team and individual education plan development when requested by a school district. Through the outreach program, WSVH provided services to 447 children during 1981-82 and 501 children during 1982-83.

DIVISION FOR INSTRUCTIONAL SERVICES

The Division for Instructional Services has responsibility for instructional and curriculum programs in the state's public elementary and secondary schools. The division administers several federal programs, including Vocational Education, Chapter I, Bilingual, Migrant and Job Training Partnership Act. Major responsibilities include development of curriculum materials, supervision of programs at the local school district level, preparation/certification of teachers, state assessment and the State Competency Based Testing Program.

The ongoing consultation with and supervision of educational programs offered by the schools of the state form the core of the work of the Division. Staff provided assistance, supervision and leadership to school districts in curricular and instructional areas during the 1981-83 biennium. Selected new, expanded, and changed programs are described in this report.

BUREAU FOR PROGRAM DEVELOPMENT

In the spring of 1983, section consultants from eleven subject areas - art, English/language arts, environmental education, health, mathematics, music, physical education, reading, second language education, science, social studies - with the assistance of ad hoc task forces, organized for the development of new, model K-12 curricula for each respective curricular area. The development and writing will take place during the 1983-85 biennium with publication planned for summer, 1985. In addition, during 1982-83 bureau consultants developed a publication which will assist local school districts with the process of curriculum review and development at the local level. This monograph will be published in early 1984. Publication will be followed by regional implementation and dissemination workshops during 1984-85.

An innovative pilot summer program known as "Science World" was offered to selected eighth grade students to enhance their interest in science. The program brought together 40 students, fourteen teachers and a number of scientists in a program designed to introduce students and teachers to the broad nature of scientific investigation and its applications. Students also received instruction in the use of microcomputers and explored careers in science and technology. The positive evaluation of the program has encouraged plans for an expansion of Science World to include 360 students and 120 teachers in six one-week sessions during the summer of 1984 and possible expansion in the summer of 1985. Such plans are contingent upon securing additional funding for the expansion.

Artists' studio, planned for students gifted in the visual and performing arts, including drama and literature, was co-sponsored in 1983 by the DPI and the Wisconsin Arts Board. The DPI hopes to develop an Arts and Humanities World during the next biennium. Students with unusual talent or interest in the arts, including the humanities, would be afforded supplemental experience outside of the public schools. A teacher inservice component would allow talented teachers to develop teaching skills as they participate in the program. Arts and Humanities World would be designed for 120 students and 40 teachers during the summer of 1984 with possible expansion in the summer of 1985, contingent upon funding available.

During the 1981-83 biennium bureau mathematics, language arts and reading consultants have been heavily involved in the implementation of the competency testing program. Through statewide and regional workshops, assistance was provided to 121 districts in curriculum development and review, competency selection, and standard setting required for participation in the CBT program. These districts are also utilizing curriculum materials from all three subject areas which were developed specifically for CBT program implementation. It is expected that an increased number of districts will require continued assistance with curriculum during the 1983-85 biennium.

CHAPTER 1 BASIC GRANTS/NEGLECTED OR DELINQUENT AND CHAPTER 1 MIGRANT PROGRAMS

Ninety-nine percent of the state's Chapter 1 ECIA, P. L. 97-35 funding was distributed as financial aid to local education agencies, schools for neglected and delinquent, and adult correctional institutions with needy students under age 21, and children of migrant families.

The Chapter 1 Basic Grants funds provided approximately 69,010 educationally needy students of local school districts and 2,490 migrant students with supplementary programs in the reading, language arts, mathematics, pre-kindergarten/kindergarten or early childhood instructional functions. About 97% of all Wisconsin school districts accepted Chapter 1 funds in fiscal year '83 and the national/state evaluations of student performance continued to indicate that most compensatory education students experienced higher achievement per school year than similar students who did not receive services. About one-fourth of the districts operating Chapter 1 programs received an on-site visitation from state education consultants to explore program effectiveness and fiscal accountability. The fiscal and program units at the state agency significantly reduced paperwork through streamlined procedures in keeping with the intent of Congress to eliminate such unnecessary burdens from local school districts.

The focus of Chapter 1 Basic Grants program on-site technical assistance visits will be program improvement for increased effectiveness. Chapter 1 Migrant programs will be seeking improvement of educational opportunities for secondary students that encompass an integration of academic and the world of work skill development through school/industry/state agency cooperative efforts. The state's efforts will be strengthened to assist local project personnel with development of effective parent involvement models. Booklets for this purpose are being developed and disseminated. An Administrative Procedures Manual developed by state agency and local school personnel will be made available to appropriate public/private education leaders. Math-reading-writing intensive training opportunities will be made available to Chapter 1 instructional staff. A DPI, DHSS, UW-Madison cooperative partnership staff development model for Chapter 1 funded academic instructors within correctional institutions will be launched and its effectiveness evaluated throughout the coming year.

AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION BOARD

The American Indian Language and Culture Education Board, in cooperation with the DPI, provided leadership in the assessment of the educational needs of Native American students and submitted recommendations for action to the Governor's Office, to appropriate state agencies and local school districts. The Board, in cooperation with the DPI and Wisconsin university personnel, provided two Wisconsin Indian Curriculum seminars to assist classroom teachers to become acquainted with teaching techniques/methodology which have been effectively used in the instruction of American Indian children. Specific instructional materials about the Wisconsin Woodland Indian tribes were disseminated to schools for use in teaching Indians and non-Indians about Wisconsin Indians. In cooperation with the Federation Native Controlled Schools, the board and DPI provided a "Law for Native Students" workshop for secondary educators to develop knowledge and skills to aid them when assisting Native American students to learn about the laws that impact upon their lives.

Goals for 1983-85 include seeking improved working relationships with the Bureau of Indian Affairs and the four state agencies it is statutorily linked with, to plan and hold a statewide Indian conference, and to attempt to be more effective in prevention and resolution of problems before they result in filed complaints. The board and department will give leadership to the completion of the annual report for the Governor on the status of educational opportunities for Native American students including recommendations relative to actions needed to effect improvements. Efforts will continue to insure that technical assistance for children who lack English language proficiency is maintained.

BILINGUAL-BICULTURAL EDUCATION PROGRAMS

Federal funding from the Transition Program for Refugee Students and state funds provided to meet the mandate set forth in Chapter 115, Subchapter 7 of the Statutes have permitted progress in meeting the needs of limited-English proficiency students. The total number of students served was 3,821 during the school year 1981-82 and increased to a total of 4,185 for 1982-83. A total of 545 students acquired sufficient English language skills to be exited from the program. State funding at the 70% reimbursement level supported bilingual education programs within 16 local school districts, and 5 school districts utilized the Transition Program for Refugee Students' monies. The state Bilingual Education consultant: provided two on-site technical assistance and program review visits to each of the sixteen districts with state-funded bilingual education programs; disseminated materials statewide; provided technical assistance to teaching staff on how to best meet the respective needs of language minority students in their classrooms; conducted a statewide conference for the training of local administrative/instructional personnel and parents; provided local educators with access to the Regional Bilingual Education Multi-Function Support Center. During school year 1983-84, the State Education Agency will: provide its entire professional staff with training to increase awareness and understanding levels of the linguistic and cultural characteristics of limited English proficiency students in Wisconsin; and with the assistance of the State Superintendent's Advisory Council, lead a vigorous effort to continue identification of the priority tasks and issues to be addressed in the improvement of state bilingual education programs.

OFFICE FOR SCHOOL IMPROVEMENT

The Department of Public Instruction's Office for School Improvement has two major functions: (1) School Effectiveness/School Improvement Model and Program and; (2) Wisconsin Administrative Assessment Center. The school effectiveness/school improvement program stresses the incorporation of seven research-based elements of school effectiveness into individual school buildings in Wisconsin. Those elements are: a) strong school leadership; b) clear school mission and accompanying instructional program; c) opportunity to learn and academic engaged time; d) frequent monitoring of pupil progress; e) an orderly school climate; f) high pupil expectations and; g) high degree of parent/community involvement. A DPI model has been developed for school building staff to study, adopt, and maintain a program of school effectiveness. The Assessment Center is primarily a program to identify building level administrative talent from among beginning elementary and secondary assistant principals and teachers who have administrative degrees or who are nearing the completion of a program. There is also a developmental component for assessed candidates with needs in only a few of the twelve categories of administrative behaviors assessed in the Center. The DPI is working with the National Association of Secondary School Principals (NASSP), Association of Wisconsin School Administrators (AWSA), and cooperating local school districts in a 1983-84 pilot year program. Assessors for the Center are local school district personnel trained by the NASSP.

BUREAU FOR VOCATIONAL EDUCATION

Local Vocational Education Coordinator (LVEC) bulletins, newsletters, and a variety of workshops and conferences, coupled with state leadership for each of the student and teacher organizations and other constituent groups has brought bureau members into close working relationships with LVECs, guidance counselors, district administrators, and classroom teachers. State advisory committees provide a valuable linkage with the business and industrial world while local advisory committees provide valuable information which is transmitted to the bureau. Regular programs of research, personnel development, exemplary and demonstration projects, curriculum development, and evaluation are carried

on to assist in responding to local needs. Bureau members have provided leadership for national organizations involved with vocational education to the extent that ready access is available, both inside and outside government, to represent the needs of Wisconsin for secondary school vocational education. The effectiveness of secondary vocational education continues to be evaluated through intensive evaluation procedures with detailed data on students accumulated and reported in the annual composite report.

A major research effort, jointly sponsored by the Parker Pen Foundation and the Bureau for Vocational Education, is in progress to survey the perception of employers and employees of high school work preparation as it relates to present and future needs. Results of the survey will be completed and disseminated in the fall of 1983. The General Education Development (GED) program awards certificates at the rate of approximately 1,000 per month and a review of current guidelines for administration of the program is scheduled for the next biennium. Curriculum planning guides in Business Occupations, Agriculture, Home Economics, Technology Education and Marketing and Distributive Education continue to be upgraded to provide for the changing needs of business and industry. The data collection system (VEDS) has been computerized and implemented with accurate data available to meet continuing accountability reporting requirements.

A planning grant from the Governor's Employment and Training Office has provided planning for Job Training Partnership Act (JTPA) technical assistance to LEAs. The Work Experience Career Exploration Program (WECEP) and vocational work experience programs continue to receive special attention and promotion. Alternative programming for potential dropouts is a high priority, and several possible models are being explored. The jointly funded program for Designated Vocational Instruction (DVI) between the Division for Handicapped Children and the Bureau for Vocational Education continues to assist handicapped students gain benefits from high school vocational programs. A handbook for assisting school districts in overcoming sex role stereotyping and sex discrimination has been completed and on-site evaluations of vocational programs include review of programs for sex equity. Wisconsin has been selected to participate with the National Center for Research in Vocational Education in a project to develop a State Task Force to assist in the implementation of entrepreneurship training in the secondary and post-secondary schools. This will be a cooperative effort by DPI and VTAE.

Major activities for the next biennium include; implementing a reorganized staffing pattern in the Bureau for Vocational Education; developing the mission and goals for high school vocational education through the 1990s; continuing study of secondary vocational education through public debate and discussion at regional conferences in the state; developing JTPA training programs in school districts; continued upgrading of existing vocational programs and retraining of vocational education instructors.

BUREAU FOR TEACHER EDUCATION AND CERTIFICATION

During the 1981-83 biennium site reviews of teacher education programs were conducted at fourteen colleges and universities and approximately 200 new programs or program changes were evaluated and approved or rejected by the department.

In response to a 1979 decision that teacher certification program approval standards be established in administrative rules staff has worked with professional groups to develop the approximately seventy-five sets of standards necessary for continuation of the program approval approach to teacher certification. Administrative Rule PI 3.02, created in response to recommendations of both an Assembly and Senate study committee and a study commission appointed by the State Superintendent, established a broadly based Advisory Council for Teacher Education and Certification. It is the responsibility of the council to review and make recommendations to the State Superintendent.

A state model for local districts to follow in establishing inservice education plans is being developed in consultation with school districts. Establishing a statewide comprehensive preservice and inservice training program for preparing all teachers to teach and to serve handicapped children, as required by Public Law 94-142, has also been initiated. During the past three years, this program has been principally directed at providing two services, (1) developing, delivering, implementing, and evaluating preservice and inservice programs at the state level specifically designed to prepare all teachers to teach and to serve handicapped children, and (2) assisting local agencies and institutions of higher education in the development and implementation of preservice and inservice personnel development programs for those educating and serving handicapped children. The Administrative Code also requires that all prospective teachers complete a program in human relations. A statewide network of college and university staff administering and teaching in the human relations programs at the thirty-two institutions in Wisconsin that prepare teachers now serves as a major vehicle for meeting this requirement.

Wisconsin law requires that any person serving in a public elementary or secondary school shall hold the proper certification. The division audits the certification and assignments of teachers in each of the school districts in the state. Nonpublic school teachers may also be granted certification based on an evaluation of the schools in which they received their experience, with a review of a written application and a site visit to the school. The amending of Chapter PI 3, Wisconsin Administrative Code, relating to teacher education and certification included new certification rules for science, social studies, special education, reading, school counselors, and library-media. An administrative rule eliminating life licensing was also promulgated, which requires that licenses be renewed every five years and a continuing education requirement be met for each renewal.

COMPETENCY-BASED TESTING

During the 1981-83 biennium the preliminary design for a computerized test item bank was created; equipment specifications were developed; equipment was purchased; and a collection of test items from agencies throughout the United States was established. In addition, following passage of Wisconsin's competency testing legislation in April 1982, informational materials were prepared and disseminated and numerous presentations were made to educators and lay persons throughout the state. By January 31, 1983, 103 districts had enrolled in the CBT program. During March and April 1983, ten regional workshops were held for participating school districts. In June 1983, state level committees began the development of nine DPI competency tests and the State Superintendent's Advisory Committee for Pupil Competency Testing was established. During the period 1983-85, a computerized bank of 10,000 test items will become operational; a battery of nine DPI pupil competency tests will be completed; a series of workshops will be presented for participating school districts (now 121 in number); and the testing of students by districts will begin during the 1985-86 school year.

EDUCATIONAL ASSESSMENT

Statewide assessments were conducted in the spring of 1982 and 1983. In each assessment, representative statewide samples of students at grades 4, 8, and 11 were given a commercially-developed norm-referenced test, the Comprehensive Tests of Basic Skills (CTBS). This test provides national comparisons of Wisconsin students in reading, language, and mathematics. In addition, students were given Wisconsin-developed objective-referenced tests in several subjects: in 1982 students were tested in science, mathematics, and geometry; in 1983 students were tested in American Government and Reading.

In addition to statewide assessment, 49 districts and 5 private schools in 1982 and 70 districts and 1 private school in 1983 participated in the Local Option Testing Service. This

service allows Wisconsin public and private schools to use Wisconsin-developed objective-referenced tests in their local testing programs. At the present time, development is underway in geography, biology, and mathematics problem-solving. Tests are also planned for such areas as elementary science and social studies, algebra, physical science, American history, etc. In 1984, students will be assessed in writing and economics; in 1985, tests in biology, geography, and mathematics problem solving will be given. In each assessment, the CTBS also will be administered at grades 4, 8, and 11.

DIVISION FOR LIBRARY SERVICES

Several major new initiatives were undertaken by the Division for Library Services in the 1981-83 biennium. The State Superintendent appointed a Legislative Task Force to develop a policy which will focus on issues involving the organizational problems of public libraries and public library systems at the state and local levels and multitype library cooperation. Other important issues are licensing and certification of library personnel, continuing education, duties and responsibilities of the Division for Library Services, policies pertaining to school library media services, and services to special users and to the institutionalized. The policy statement is to be completed by June 30, 1984. It is expected that the policy statement will result in substantial updating and revision of Chapter 43, Wisconsin Statutes.

The State Superintendent also appointed an Interlibrary Loan Telecommunications Committee to study and make recommendations on telecommunications equipment for transmission of interlibrary loan and reference requests, as a way of improving efficiency and cost effectiveness. Current equipment in some cases is wearing out. Incompatible equipment and major increases in line charges are other serious problems. In order to ensure compatibility of equipment among libraries of all types around the state, improve efficiency, minimize costs and enable state level resource providers, such as Reference and Loan, Wisconsin Interlibrary Loan Service, and Milwaukee Public to respond as efficiently as possible to requests for service, interloan telecommunication issues need to be examined on a statewide basis.

An official Department policy on library automation was approved and distributed to the library community. This policy has generated some of the activities described in the three bureau reports. The work of the Computers in Education Committee will have a positive impact on strengthening the division, particularly the Bureau for Instructional Media and Technology.

The Council on Library and Network Development, which is appointed by the Governor and advisory to the State Superintendent and the division, completed the four reports mandated in Chapter 347, Laws of 1979, and transmitted them to the Governor and the Legislature. The reports covered aids to medical libraries, state level resource providers, system resource libraries, and multitype library system development.

BUREAU OF PUBLIC AND COOPERATIVE LIBRARY SERVICES

State aided county and multi-county systems assure all Wisconsin residents convenient and legal access to public library service and improve services to users with both generalized and specialized needs. These systems also encourage sharing of existing library resources among school, public academic, and special libraries. Walworth County join Racine County to form the Lakeshores Library System. Only Florence, Ozaukee, and Washington Counties are not in systems, and all but 14 of the state's 353 public libraries are members of systems.

In 1982 the Metrics Research Corporation was hired to study public library systems. This study will provide a base of information which could be used for additional planning efforts to improve the quality and funding of public library services in Wisconsin. While the Division fully concurred with the findings of the study that public library system development in Wisconsin has been a success and that public library systems should continue to be supported by the state as a major strategy for public library development and funding, there is less agreement on the future direction which public library systems should take. The Legislative Task Force mentioned was established to make policy recommendations for future public library system development and funding.

The Wisconsin Library Network Plan undertaken to develop recommendations for the governing structure and means of funding multitype library activities was completed. The Council on Library and Network Development used this study to assist them in developing their mandated report on multitype library system development in Wisconsin.

As a result of the Department's reorganization, the children's and young adult services consultant's position was eliminated. However, consultation in this area is being continued by funding a half-time position at the Cooperative Children's Book Center. The automation consultant position recommended in the automation policy was filled in 1982 and will be continued in the next biennium through federal funding.

In order to inform public librarians and trustees about Division programs and provide an opportunity for continuing education, the first State Superintendent's Conference for Public Librarians and Trustees was held in 1982.

During the next biennium, major objectives include working with the Legislative Task Force in the development of a policy to improve public library systems; continuing to study and discuss with the library community ways to improve interlibrary cooperation and resource sharing activities among all types of libraries; monitoring and providing assistance to the public library building construction projects funded with Library Services and Construction Act funds; and reviewing the administration and management of the entire Library Services and Construction Act program.

BUREAU FOR INSTRUCTIONAL MEDIA AND TECHNOLOGY

During the 1981-83 biennium the Bureau for Instructional Media and Technology, formerly the Bureau for Instructional Media Programs, was reorganized to reflect the technological advances which impact K-12 instructional programs. These changes can be most visibly seen through two consultant positions, namely microcomputer and instructional technology consultant and telecommunications consultant. Their focus and that of the bureau is on the effective use of instructional media, including technology, in K-12 educational programs.

Bureau accomplishments during the biennial period include: a highly successful State Superintendent's Conference for District Media Directors; development, distribution, and analysis of a survey on censorship attempts of media center materials at the high school level; two successful workshops pertaining to the evaluation of microcomputer software; development and distribution of two publications by the Wisconsin Dissemination Project unit of the bureau, "Basic Skills Resource Guide" and "Computers and the Classroom: A Resource Guide."; participation and leadership in Wisconsin for Project BEST (Basic Education Skills through Technology), a national effort funded by the Department of Education; participation and leadership in the DPI's Computers in Education Committee; expansion of Wisconsin Dissemination Program (see Project) services to include eligibility for subscriptions for all Wisconsin school districts; evaluation of Wisconsin Dissemination Program services both internally in a "Philosophy of Services" and formal evaluation of services to the field.

In the 1983-85 biennium, the following will be emphasized: successful transition from certification requirements for school library and audiovisual personnel to instructional library media certification (effective July 1, 1986); work toward the completion and implementation of a statewide State Superintendent's plan promoting the effective use of technology to improve instruction; revision and distribution of state guidelines for library media programs; work closely and effectively in telecommunications, in part through leadership provided through regional service units (RSUs) who provide instructional television/radio utilization services to school districts.

BUREAU FOR INTERLIBRARY LOAN AND RESOURCE SHARING

The primary mission of the Reference and Loan Library, as stated in Chapter 43 of the Wisconsin Statutes, is to "Maintain a library to supplement the collections of public libraries, public library systems, regional resource centers and other types of libraries with specialized materials and information sources that are not appropriately held by such libraries, systems or centers and are not readily available from other resource providers, and to provide library services to state government." The Bureau maintains a library collection of books, audiovisual materials, government documents and other items to supplement those held by other Wisconsin libraries, serves as a clearinghouse for locating and borrowing materials not owned, manages state-level and interstate resource library contracts, disseminates government documents through the document depository program, manages the statewide data base program and facilitates other appropriate programs which encourage resource sharing among all types of libraries.

During the biennium, requests for interlibrary loan of materials and for reference information continued to increase despite improved services and resource sharing programs developed at the local and system level.

Interloan and Reference Statistics	1981-82	1982-83
Total requests received & processed at Reference & Loan	92,076	94,885
Interlibrary loan requests received at Reference & Loan	84,219	88,092
Reference requests received at Reference & Loan	6,466	6,793

Approximately 31 percent of interlibrary loan requests were filled by the Reference and Loan Library. Others were referred to the UW-Madison campus via the Wisconsin Interlibrary Loan Services, Milwaukee Public Library, public system resource libraries and other libraries, as appropriate, for a total fill rate of approximately 80 percent. Reference and Loan staff filled 74 percent of all reference requests internally, and referred others for a total fill rate of 88 percent.

During the 1981-83 biennium the Reference and Loan Library became increasingly involved in library automation through: a statewide data base developed by merging existing computer files containing library bibliographic records and holdings information; a microfiche produced from this file which contained 1,443,300 titles held by 139 public, academic, school, vocational-technical, and special libraries; distribution of the microfiche to 200 libraries; development of a microcomputer program which allows smaller libraries to add their holdings information to the data base; development of a state contract with a library automation vendor which allows libraries to obtain microfiche and computer tapes in a national standard format for local automation projects. The Reference and Loan Library staff contracted with two major vendors, DIALOG and BRS to provide access to over 230 national reference and bibliographic data bases. Staff is learning searching procedures and will search these data bases in response to reference requests. The Reference and Loan Library also brokers services with DIALOG and BRS on behalf of 29 Wisconsin libraries

generating substantial cost savings for libraries. Future automation planning will study the feasibility of computerizing the interlibrary loan process and improving telecommunication methods. The Reference and Loan Library is also involved in DPI planning to offer a back-up collection of books, periodicals and audiovisual materials on microcomputers and microcomputer software.

DIVISION FOR MANAGEMENT AND BUDGET

The Division for Management and Budget's chief goal is to assure that the State Superintendent's policies and procedures are effectively carried out in compliance with existing state and federal laws, regulations, and guidelines. Within that context, the division provides centralized management and budget services to the department and supervises legal and equal educational opportunity services. Areas of responsibility include policy and budget development, personnel and employment relations, education information, accounting and business management, data processing, and general services.

PERSONNEL ADMINISTRATION

Both flexible work hours and part-time employment are a continuing function in the department. Policies on flextime, compressed work week, and part-time employment have been developed and implemented. The department has had positive experience in alternative work patterns and continues to support alternatives whenever possible. The flextime scheduling for data processing staff has continued and is considered to be an asset regarding employe morale and productivity.

There are currently 656 permanent employes. Permanent part-time employes include officials/administrators (0), professionals (18), technicians (2), paraprofessionals (28), office/clerical (21), skilled craft (0), and service maintenance (1). This represents an increase from sixty-three to seventy in the number of part-time employes within the past year. Part-time employes constitute 9.37 percent of the total work force.

FISCAL SERVICES

The Bureau for Management Services continues to provide general fiscal operation functions including accounting, payroll, purchasing and budget control of appropriations and federal grants. In the 1983-85 biennium guidelines will be developed for the implementation of administrative rule 10, pertaining to purchasing. Plans also include an internal audit of agency payroll procedures and development of a long range telecommunications plan to cope with the divestiture of AT&T.

POLICY AND BUDGET

The Bureau for Policy and Budget, created during the 1981-83 biennium as part of the agency's reorganization, provides centralized budget development and policy analysis services to the department. Functions within this bureau include: policy and budget preparation and analysis; initiating and conducting research and evaluation studies of program, policy and finance issues; developing, coordinating and recommending implementation of administrative rules; acting as intra- and inter-agency liaison; and providing technical assistance in management planning and resource development. The consolidation of these functions into a single unit has resulted in greater coordination of policy and budget analysis and an increase in the quality and timeliness of materials and reports developed for internal decision-making as well as in response to external requests.

GENERAL SERVICES

Facilities management, copy center operation and management of the agency's fleet are continuing major functions. The establishment of an agency-wide photocopy service resulted in greater efficiency. Improvements in the copy center also increased the effectiveness of the operation which produced an average of 700,000 impressions per month. The department continued efforts to reduce fuel consumption with a 10.2 percent reduction for FY 81-82 by driver's using fleet vehicles.

WORD PROCESSING

During the 1981-83 biennium the department's word processing center was expanded to meet increased demands for service. Installation of a new system resulted in substantial increases in productivity. Job sharing and compressed work weeks were also implemented for employees. During the next biennium a centralized dictation system will become operational, and additional equipment acquisition will be studied with a goal of increasing efficiency and productivity further.

SYSTEMS AND DATA PROCESSING

The Bureau for Systems and Data Processing upgraded its hardware and software to meet the growing needs of department operations and to provide information to the legislature and other state agencies. The utilization of the department's data processing capability minimizes the need for additional staff to provide clerical and recordkeeping functions by operating divisions. Operations involved two full shifts a day, five days a week. Computer memory capacity was expanded to two million characters, and the information storage capacity increased to 2200 million characters during the biennium. Teleprocessing services were extended to programs through thirty-five terminals located within the department. A data base management system (IDMS) continues to be used, and a gradual transition of existing operating systems will be made as time and staff permit. New administrative systems were developed and made operational for vocational education, school food commodities, district staff reporting, and district financial accounting reporting (WESSAS). The data processing section was reorganized to a bureau level function. Efforts were initiated to review microcomputer software to assist local school districts in the preparation and processing of their financial accounting and payroll data.

OFFICE OF LEGAL COUNSEL

The office of legal counsel is staffed by three attorneys. Services made available by this office during the biennium included: provided legal services and advice to the State Superintendent and department on the operations and policies of the Department and local educational agencies and on the implementation of state and federal programs.; drafted and reviewed legislation and administrative rules for the department and for individual legislators and local school districts as requested; conducted quasi-legislative and quasi-judicial hearings on behalf of the State Superintendent or department on diverse matters, including rulemaking, policy direction, and contested cases such as pupil expulsions, special education or bilingual/bicultural placements, areas of unusual hazard to pupil transportation, pupil or teacher discrimination, and complaints surrounding the operation of federal programs; represented the State Superintendent and department before state and federal courts, either individually or as co-counsel with attorneys from the Department of Justice; represented the State Superintendent and department before legislative standing committees and state and federal administrative agencies; appeared as amicus curiae on behalf of the State Superintendent in litigation presenting educational issues of statewide concern; provided inservice programs and training on the law and public education and wrote articles

on various legal aspects of school operations; issued formal and informal legal opinions and rendered legal advice on public education to department and local educational agency staff, professional groups, legislators, the media, and concerned citizens.

EQUAL EDUCATIONAL OPPORTUNITY

The Bureau for Equal Educational Opportunity promotes and assists public elementary and secondary educators in Wisconsin in providing all students regardless of race, sex, religion or national origin with equal access, treatment, opportunities, and benefits in all education activities by eliminating role stereotyping, bias, segregation, and discrimination and thereby promoting excellence in education. Funding for the bureau is through grants under the federal Civil Rights Act of 1964 (race, sex, national origin).

Currently, the Bureau for Equal Educational Opportunity has four main program areas: Race Equity, Sex Equity, Vocational Education Civil Rights Compliance, and National Origin Equity. Bureau staff work internally with other DPI programs and staff and externally with school district programs and staff, as well as responding to citizen inquiries about educational equity.

Bureau services designed to reduce segregation, bias, stereotyping, and discrimination, and to infuse equity concepts into educational programs include: needs assessments and advisory reviews to identify local and state agency strengths and weaknesses in meeting the requirements of federal and state civil rights legislation and of the State Superintendent of Public Instruction; assistance in resolving complaints, solving problems or implementing changes related to compliance; planning and presenting inservice programs, workshops, conferences, seminars and other activities intended to explore equity issues and to implement change; assistance in evaluating areas of educational practices and curriculum that influence student achievement such as curriculum, teacher-student interaction and environment, and suggesting ways to achieve greater educational excellence through the development of model projects; linking resources from program and materials developers and researchers to classrooms, through statewide networking; assisting with the development and distribution of printing and audiovisual materials. In the last biennium, requests for assistance have tripled. Staff vacancies have not been filled because of reorganization, reclassification and funding uncertainties. The race, sex and national origin projects are currently funded through January 31, 1984.

EDUCATION INFORMATION SERVICES

During the 1981-83 biennium, several information gathering and dissemination functions previously dispersed throughout the department were consolidated into a single Bureau for Education Information Services. Included in these functions were: development and preparation of information for and about the public schools; writing and editing of departmental informational and instructional materials and their distribution; processing and procuring the department's printed materials from contractors; review and authorization of departmental forms; management of the department's data collection plan for the state's public and nonpublic schools; provision of centralized audiovisual and graphic arts services; coordination of a federal information program on innovative educational programs. The consolidation of these functions has resulted in a more effective means of collecting and disseminating information to the public schools, professional organizations, state and local officials and the general public.